

**THE INFLUENCE OF USING TED TALK TOWARD STUDENTS`  
LISTENING COMPREHENSION AT ELEVENTH GRADE  
OF SMA YADIKA BANDAR LAMPUNG IN THE  
ACADEMIC YEAR OF 2020/2021**



**A Thesis**

**Sbmitted as a Partial Fulfillment of the Requirements for S1-Degree**

**By:**

**SHOBRIYAH NIKMAH**

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**Study Prgram : English Education**  
**Advisor : Prof. Dr.Idham Kholid, M.Ag.**  
**Co-Advisor : Nunun Indrasari, M.Pd**

**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITTY  
LAMPUNG**

**2020**

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ABSTRACT**

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## ABSTRACT

### THE INFLUENCE OF USING TED TALK TOWARD STUDENTS LISTENING COMPREHENSION AT ELEVENTH GRADE OF SMA YADIKA BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2020/2021

BY  
SHOBRIYAH NIKMAH

In the process of teaching and learning English, teacher and students find some difficulties in teaching learning process. Listening skill is one of the problems in teaching learning English. To solve this problem, the researcher used TED Talk as a media towards students' listening comprehension. The objective of this research is to find out whether there is a significant influence of using TED Talk towards students' listening comprehension at the eleventh grade of the first semester of SMA Yadika Bandar Lampung in the academic year of 2020/2021. There were two variables in this research, the independent variable was TED Talk (X) and dependent variable was the students' listening comprehension ability (Y).

In this research, the researcher used quasi-experimental design and deal with two classes, they were an experimental class and a control class. The population of this research was the eleventh grade of SMA Yadika Bandar Lampung. The samples of this research were XI IPS 1 as experimental class and XI IPA 1 as a control class. There were 23 students in experimental class and 21 students in control class. In the experimental class, the researcher used TED Talk as a media, afterwards in control class; the researcher used audio of song as a media. The treatments were held in 2 meetings in which 1x40 minute for each class by google classroom. Each class received the same pre-test and post-test. After giving the post-test, the researcher analyzed the data by using independent sample t-test.

From the data analysis the result can be seen from sig. (2-tailed) is 0.07. It is lower than  $\alpha = 0.05$  and it means that  $H_0$  is rejected and  $H_a$  is accepted. Based on the result of data analysis, the researcher concluded that, there is a significant influence of using TED Talk toward students' listening comprehension at eleventh grade of SMA Yadika Bandar Lampung in the academic year of 2020/2021.

**Key words:** Listening, Quantitative Research, TED Talk.





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## DECLARATION

Hereby, I state this thesis entitled “The Influence of Using TED Talk toward Students` Listening Comprehension at Eleventh Grade of SMA Yadika Bandar Lampung in the Academic Year of 2020/2021” is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledge in this thesis.

Bandar Lampung, Oktober 2020

**Declared by,**

**Shobriyah Nikmah**  
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## MOTTO

وَإِذَا

تُرْحَمُونَ لَعَلَّكُمْ وَأَنْصِتُوا لَهُ فَاسْتَمِعُوا الْقُرْآنَ قُرِئَ

“When the Qur’an is recited, then listen to it and pay attention that you may receive mercy.” (Q.S Al-A`raf:204).<sup>1</sup>




---

<sup>1</sup>Kementerian Agama RI, *Al-Qur'an dan Terjemahannya*, Bandung: CV. Diponegoro, 2005, p. 220.

## DEDICATION

I dedicate this thesis to:

1. my beloved parents, Mr. Taslim and Mrs. Asminah who keep on praying for my life and success then always given me support,
2. my beloved sister Mei Wahidatul Jariyah, S.Hi. and my brother Sofyan Rojali, S.Pd. who always support me,
3. my beloved friends who always support me and all members of PBI A 2016,
4. my beloved lecturer who made me grow up and has contributed much for my self-development.





## CURRICULUM VITAE

Shobriyah Nikmah was born in Bulusari on August 3<sup>rd</sup>, 1998. She is one of the three children of Mr. Taslim and Mrs. Asminah. She has one sister her name is Mei Wahidatul Jariah and one brother his name is Sofyan Rojali.

She began her study at TK Muslimat NU Bulusari and graduated in 2004. She continued her study at SDN 3 Bulukarto in 2005 and graduated in 2010. Then, she studied at SMP Muhammadiyah 01 Pringsewu and finished in 2013. After that, continued her studied in MAN 01 Pringsewu in 2013 and completed in 2016. Furthermore, in 2016, she decided to study in English Education Study Program of Tarbiyah and Teacher Training Faculty Raden Intan Lampung.

When she studied at Raden Intan State University of Lampung, she followed some organizations, they were: UKM Bahasa, FMPK (Forum Mahasiswa Peduli Kependudukan) and PIK (Pusat Informasi dan Konseling) UIN Raden Intan Lampung. She also joined in IKAMM (Ikatan Mahasiswa Muslim) Pringsewu.

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Praise to be Allah, the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. Peace and salutation is upon our prophet Muhammad Saw, with his family and followers. This thesis entitled “The Influence of TED Talk toward Students’ Listening Comprehension at XI Grade of SMA Yadika Bandar Lampung in the Academic Year 2020/2021” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung. When finishing this thesis, the researcher has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the researcher would sincerely thank:

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Finally, it has to be admitted that nobody is perfect and researcher is fully aware that there are still many weakness in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the reader generally, especially for those who are involved in English teaching profession.

Bandar Lampung,      Oktober 2020

**The Researcher,**

**Shobriyah Nikmah**  
**NPM. 1611040027**



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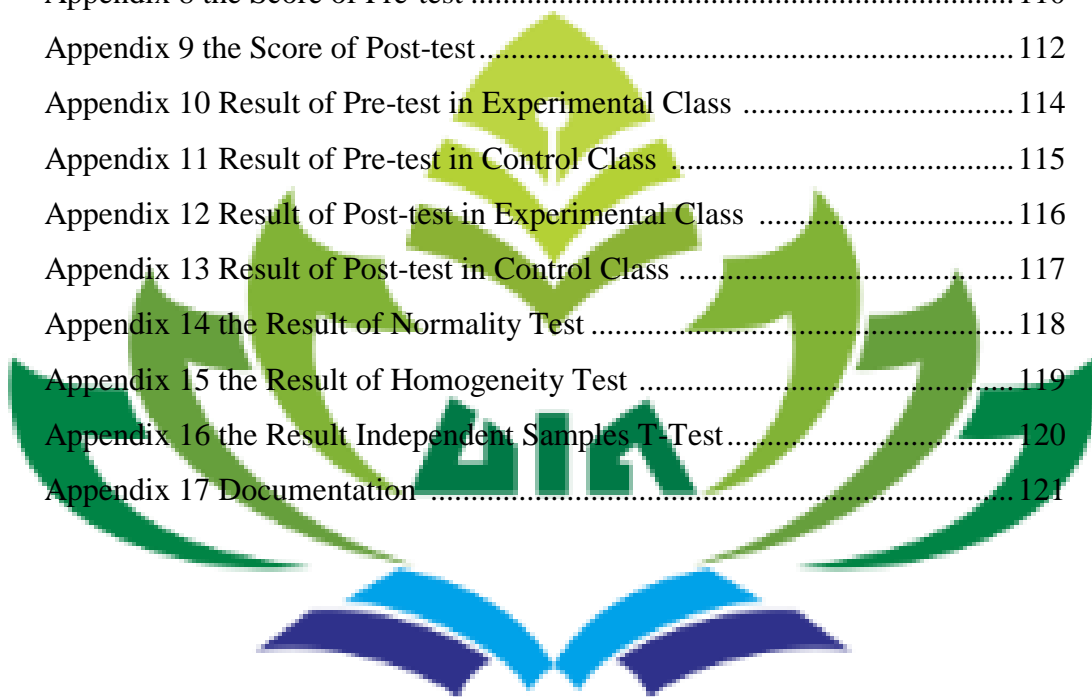
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## CHAPTER I INTRODUCTION

### A. Background of the Study

Listening is the part of communication. It is taking more space because listening is the first skill in language. According to John “Most of us spend seven of every 10 minutes we are awake in some form of communication activity. Of these seven minutes (or 70 percent of the time we are awake), 10 percent is spent writing, 15 percent reading, 30 percent talking, and 45 percent listening”.<sup>2</sup> We take nearly half of our communication to listen. This skill has large position than others skills. Listening is the active part that very important because it is the main point of communication. John said counselors and other experts on interpersonal communication tell us that listening is the skill that can make or break a relationship”.<sup>3</sup> As human we have relationship each other. It is the one way to get message and giving responses or get the information then we can produce information. Without listening, we cannot do communication.

According to Hamouda in Seyedeh journal, listening comprehension refers to the understanding of what the listener has heard and it is his/her ability to repeat the text despite the fact that the listener may repeat the sounds without real comprehension.<sup>4</sup> It means that listening comprehensions is not just

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<sup>2</sup>John A. Kline, *Listening Effectively* (1<sup>st</sup> ed) (Air University Press: Department of Defense School Environment, 1996), p.1-2.

<sup>3</sup>*Ibid*, p.4

<sup>4</sup>Seyedeh Masoumeh Ahmadi, *The Importance of Listening Comprehension in Language Learning* (Vol.1, No.1) (University of Guilan: International Journal of Research in English Education, 2016), p.8.



hearing but understand the speaker said or understanding the whole of utterance to develop communicative competence. It is the ability to understand the spoken in other language and be good listener.

When researcher did preliminary research in SMA Yadika Bandar Lampung on May 3<sup>rd</sup> 2019, the researcher got some data taken from the English teacher especially in listening at the eleventh grades by interviewed Miss Giri, she said the ideal condition in teaching and learning listening is based on the facilities and media. Speaker, headset, LCD and AC is the facilities that must exist in listening class.<sup>5</sup> In the listening class teacher needs some facilities to make the process of teaching-learning effective, they are speaker, headset, LCD and AC. Without these facilities the process will be unconditional.

There are some problems in teaching listening. Miss Giri said that the problems in teaching listening are lack in the teaching materials or media.<sup>6</sup> Teacher didn't have many media to teach listening that relate to the materials in the class. Sometimes teacher didn't find the audio that relate to the materials that will teach because teacher do not have hand book in teaching listening.

Students have some problems when they learn listening. Students in eleventh grade of SMA Yadika said that they are feeling difficult to get information from audio record of listening activities.<sup>7</sup> Most of them are lack in

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<sup>5</sup>Luh Gede Giri Putri, *interview with writer*, SMA Yadika Bandar Lampung, Bandar Lampung, 3 May 2019 (unpublished).

<sup>6</sup>*Ibid.*

<sup>7</sup>Students in eleventh grade, questionnaire, SMAS Yadika Bandar lampung, 3 may 2019

vocabulary, they are not familiar with the words and there are some words that are hard to be understood. They are hard to understand the pronunciation of the word, difficult to differentiate the similar pronounce, and they cannot catch the word because it is pronounced too fast. Missing subject because they are not really focus caused classes is noisy.

The researcher conducted a preliminary research by collecting the data and asking the students` listening comprehension to the English teacher especially to listening English teacher to know the students` listening score. The results are following:

**Table 1**  
**The Students` Score of Listening Test at the Eleventh Grade of SMA**  
**Yadika Bandar Lampung in Academic Year of 2019 /2020**

No	Class	Score		Total
		<78	≥78	
1	IPA 1	21	11	32
2	IPA 2	15	17	32
3	IPA 3	14	17	31
4	IPS 1	20	8	28
5	IPS 2	22	8	30
6	IPS 3	19	10	29
Total		111	71	182
Percentages		61%	39%	100%

*Source: Document of students` score for listening test at the eleventh grade students of SMA Yadika Bandar Lampung in 2019/2020 Academic Year.*

From data above, there are six classes and 182 students in eleventh grade of SMA Yadika Bandar Lampung. There are more students who get low score or get score below the criteria of minimum mastery (KKM) of the school. Standard score or a criterion of minimum mastery (KKM) of English subject at that school is 78. There are 111 (61%) students get score under 78 and 71 (39%) get more than 78. It indicated that most students didn't get the standard

score and still found difficulties in learning English especially in listening skill.

Based on the data of preliminary research, the researcher found some problems and difficulties in teaching learning listening. To make students understand about the lesson easily, the teacher can use many media. There are many kinds of media that can use in teaching listening comprehension. One of them is using TED Talk. To overcome this problem, the researcher will use TED Talk to help students in listening comprehension. It is to expect that there is good media in the learning listening comprehension that students can access by phone or laptop.

TED Talk is media that contain of native speaker presentation with lots of themes and science that covered in short video and can access by phone or laptop and playing in online or offline mode. From this, students can train their hearing directly from native speaker saying to increase their listening comprehension ability. In the class, teacher can search the video related to the materials and the students` ability. Thus, this is good media to increase students` listening comprehension ability.

According to Frank, TED Talks often delivered in sophisticated studios with trendy backdrops, follow a format that focused learners on the presenter and limited, extremely purposeful visual aids. Topics range from global warming to running to developing world.<sup>8</sup> The speaker said about trendy topic in this world. The issues, factual condition about human and earth and others

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<sup>8</sup>Frank Romanelli, et.el. *Should TED Talks Be Teaching Us Something?* (vol.6) (University of Kentucky College of Pharmacy: American Journal of Pharmaceutical Education, 2014), p.1.

topic that can make us know about knowledge with the interested theme of discussion, listener will interest to listen.

According to Li, there are 5 advantages of TED, they are free selection of topic, effective language input, assimilation, imitation and self evaluation. The first is topic selection. TED has wide of topic, there are technology, entertainment until politic. This can make students choosing the topic that is interesting. Second is valuable language input resources. Most of speaker of TED is English native speaker. Thus the videos can be served as linguistic input for language learners. Students can practice their listening abilities and learning new word. Third is assimilation in language learning. Students can repeatedly until they catch the sentence to learn by writing a note. Fourth is imitating TED speakers and awareness of using body language. Students can imitate the speaker to increase their communication when delivered a speech. The last is self-evaluation and feedback. Here, students know their strength and weakness.<sup>9</sup>

Besides, TED Talk was used to teach listening skill. First, at a private liberal arts college in Tokyo in Asako Takaesu journal with the title TED Talks as an Extensive Listening Resource for EAP Students, teachers used TED Talk in extensive listening. There are 469 students, 349 were upper level and 119 were intermediate level. From this research, 303 students are

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<sup>9</sup>Yingxia Li, Ying Gao & Dongyu Zhang, *To Speak like a TED Speaker-A Case Study of TED Motivated English Public Speaking Study in EFL Teaching* (Vol.6, No.1) (Dalian University of Technology: Canaian Centre of Science and Education,2015), p.55.



interested and their listening ability was improved.<sup>10</sup> Second, at the Air Force School in Lebanon in Sandy El Haj Hassan and Zeinab Haj Hassan journal with the title Using TED Talks as Authentic Videos to Enhance Students' Listening Comprehension and Motivation, the teacher using video through TED Talk. There are 30 students that divide in 2 groups and the levels are upper and intermediate. Thus, the result is using video can improve their listening then they had positive attitude too.<sup>11</sup> Then, the third is in Kelsey Gagen-Lanning thesis for master degree about The Effects of Metacognitive Strategy Training on ESL Learners' Self-Directed Use of TED Talk Videos for Second Language Listening, the researcher used TED Talk. There are 3 participants from different countries and different major. Thus, the result is using TED Talk can improve their listening.<sup>12</sup> From the three above, all indicate that there is significant influence on the use of TED Talk for listening learning.

Therefore, the researcher purposes TED Talk as a media that can be used in teaching listening comprehension. Thus, for the reason above, the researcher will conduct this research with the title "The Influence of TED Talk Towards Students' Listening Comprehension Ability at XI<sup>th</sup> Grade of SMA Yadika Bandar Lampung in the Academic Year of 2020/2021.

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<sup>10</sup>Asako Takaesu, *TED Talks as an Extensive Listening Resources for EAP Students* (vol.4 (International Christian University, Tokyo, Japan: Language Education in, Asia 2013).p.150-157.

<sup>11</sup>Sandy El Haj Hassan, Zeinab Haj Hassan, *Using TED Talks as Authentic Videos to Enhance Students' Listening Comprehension and Motivation*, (University of Oregon: ACE Action Research, 2018),p.137-139.

<sup>12</sup>Kelsey Gagen Lanning, *The Effects of Metacognitive Strategy in Training on ESL Learners' Self Directed use of TED Talks Videos for Seconds Language Listening* (Iowa State University: Digital Repository,2015),p.30-52.

## **B. Identification of the Problem**

Based on the background above, the researcher knew about the students' problem, they are:

1. The teacher is lack to find the media especially in teaching listening.
2. The teacher did not find the audio that relate to the materials that will teach.
3. Students feel difficult to get information from audio record of listening activities.

## **C. Limitation of the Problem**

The researcher focused on using TED Talk to recognize the influence of using TED Talk toward students' listening comprehension using TED Talk in asking and giving opinion response the syllabus eleventh grade at SMA Yadika Bandar Lampung in the academic year of 2020/2021.

## **D. Formulation of the Problem**

Based on identification about the problem and limitation of the problem above, the researcher formulated the problem as follows: Is there any significant influence of using TED Talk Toward Students' Listening Comprehension at the Eleventh Grade of SMA Yadika Bandar Lampung in the academic year of 2020/2021?

## **E. Objective of the Research**

Based on the formulation of the problem, the objective of this research was to know whether there is significant influence of using TED Talk toward

students' listening comprehension at the eleventh grade of SMA Yadika Bandar Lampung in the academic year of 2020/2021.

#### **F. Significance of the Research**

The researcher expected that there are some benefits the research as follows:

1. Theoretically, the research can enhance or add theories about the students' listening comprehension ability using TED Talk.
2. Practically, the result of the research will become new information for the teacher and students, they are follows:

- a. For the teacher

The teacher will find other media to teach listening, specifically using TED Talk.

- b. For the students

To give students information the media to learning English especially in listening.

#### **G. Scope of the Research**

##### **1. Subject of the Research**

Subject of the research is the second semester of the eleventh grade of SMA Yadika Bandar Lampung in the academic year of 2020/2021.

##### **2. Object of the Research**

The Object of the research is the use of TED Talk on students listening comprehension ability.

**3. Place of the research**

The research conducted at SMA Yadika Bandar Lampung.

**4. Time of the Research**

The research conducted at the second semester in the academic year of 2020/2021.



## CHAPTER II LITERATURE OF REVIEW

### A. Concept of Teaching English as a Foreign Language

Language is tools of human communication. Brown mentioned eight definition of language, one of them is language is communication systems; speaker-hearer interaction; sentence processing.<sup>13</sup> It means that it is the process of get the meaning from interaction of two or more peoples. Language is used to show the knowledge, idea, thoughts, feeling to others people.

English is a foreign language in Indonesia and in other hand there are many varieties of language that Indonesian learners can learn and choose as foreign language. Broughton said learners of English as a foreign language have choice of language variety to a larger extent than second language learners.<sup>14</sup> Many people in this world learn English because English is international language. It is one of the languages taught in school and to communicate in our life or in the society. Harmer said English as a foreign language is a generally taken to apply students who are studying general English at the school and institutes in their own country or as a transitory visitors in a target language country.<sup>15</sup> It implies as a foreign language because learners need this language to communicate in target language. The information will be gotten by using English.

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<sup>13</sup> H. Douglas Brown, *Principle of Language Learning and Teaching* (5<sup>th</sup>ed) (London: Longman, 2006), p.17.

<sup>14</sup> Broughton Geoffrery. Et.al, *Teaching English as a Foreign Language* (2nd edition), First Published 1987 New York, p.7.

<sup>15</sup> Jeremy Harmer, *The Practice Of English Language Teaching*, (Singapore: Longman Group UK Limited, 3rd Edition, 2001), p.39.



In learning process at school, teacher has taught four skills of English, they are listening, speaking, reading and writing and others additional skills. In learning English, teacher cannot just give the theory but also make students to practice English language, because learning language without practice is nothing. Teaching English as a foreign language (EFL) in Indonesian school uses a system that called a curriculum. Some of school use KTSP (school based curriculum) and most of the school use K13 (curriculum 2013). A good teacher those can make students producing language and enjoying in the class, and teacher can use some media to make learning more effective.

Thus, language is the way to tell the feelings of someone. English is used in international interaction communication. In Indonesian, English as a foreign language that is taught by most of school in Indonesia. The process of teaching-learning is based on the curriculum that applies in Indonesia. Teacher can use the media to teach English to make students more enjoyable in the class and can make students practicing the English language. Practice is very important because the goal of learn language is to communicate.

Based on the theories above, the researcher concluded that teaching English as a foreign language is a process in teaching and learning English when English is not as mother tongue or first language. In Indonesia English is a foreign language and the process of teaching and learning in the class is based on the administration curriculum.

## B. Concept of Listening

### 1. Definition of Listening

Listening is a process of hearing using the ears and getting or understanding about what the speaker said. From ears people receiving the sound and then run to the brain to know the message or what the sound mean. People will be easier to be good listener if having good concentration then practice as often as you can. Good listener is about the ability of understanding of people. When the students listen, they must hear clearly because when missing one word, phrase or sentence it will be difficult to know the meaning. Here people must give much attention in listening process. Beside, the good pronunciation from speaker is determining the success of listening too.

Howatt and Dankin mention in Islam Journal, listening is the ability to identify and understand what others are saying.<sup>16</sup> It means that people receive the sound then understand about what they had been listen. People understand the context of the sound.

According to Machado, listening is a mental process that includes attending, hearing, discriminating, understanding, and remembering.<sup>17</sup> It is the process of hear then understand the sound and can retell or give respond of the sound. People with good listening will give a respond when they get the point of the sound that speaker said and if this is

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<sup>16</sup>Mohammad Nurul Islam, *An Analysis on How to Improve Tertiary EFL Students' Listening Skill of English*, (vol. 2) (King Khalid University: Macrothink Institute TM, 2012), p. 206

<sup>17</sup>Jeanne M. Machado, *Early Childhood Experiences in Language Arts: Early Literacy* (10<sup>th</sup>ed) (California: Wadsworth Cengage Learning, 2013), p. 223.

conversation, it will make the conversation keep going on. Kurniawati said in her Journal, Listening is receptive skill, and receptive skills give way to productive skills. If we have our students produce something, the teaching will be more communicative.<sup>18</sup> Receiving word by word, sentence by sentence and then know what the topic is the activity of listening. After that produce word by word, sentence by sentence or give response to the topic. It means that listening is the training to understand the others people talks to you. It called receiving because this skill is received by people or input of language, not produce by people or output of language. Thus, it is the process that not just receives the sound but more than it, it understands the meaning. After the all process listener can reply the speaker was saying. This statement is supported by Rost, he said the definition of listening is receptive the sound speaker said, construct and represent the meaning, negotiation meaning and giving response to the speaker, organize the meaning imagination, and empathy.<sup>19</sup> From the definition, this skill also giving response about the speaker said.

Listening is the intentional process of trying to make sense of input, usually input that has an oral component.<sup>20</sup> It means that it is the deliberate process of input something organized of oral component, it is sound that input to the ears of peoples.

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<sup>18</sup> Dewi Kurniawati, *The Essence of Classroom Technique and Activities in Teaching Listening as A Foundation Skills in The Early Acquisition of Language*, (Vol. 9) (IAIN Raden Intan Lampung: English Education, 2016), p.33

<sup>19</sup> Michael Rost, *Teaching and Researcher Listening*, (2<sup>nd</sup>ed) (Harlow: Pearson Education Limited, 2011), p.2-4.

<sup>20</sup> Michael Rost, *Teaching and Researching Listening*, (1<sup>st</sup> ed) (United Kingdom: Great Britain, 2002), p.330

According to Nation and Newton, listening is the best way to speak. It is the first steps to learn language.<sup>21</sup> The first language skill that people learn in language is listening. People who learn language should be mastered in this skill. From listen we can learn how to speak, then read and write because the all skills are related to others

Thus, I conclude that listening is the intentional process of input the oral components, the process included attending, hearing, discriminating, understanding and remembering. Listening is hearing the sound then the brain will process it to discover the meaning of the sound. From listening people can speak, read and write because that are relate and listening is the core skill of language. People cannot automatically can speak without ever listen and from listen people can get many informations. We should be mastered in listening when learning a second or foreign language because it is the first language skill, so it is the point of language.

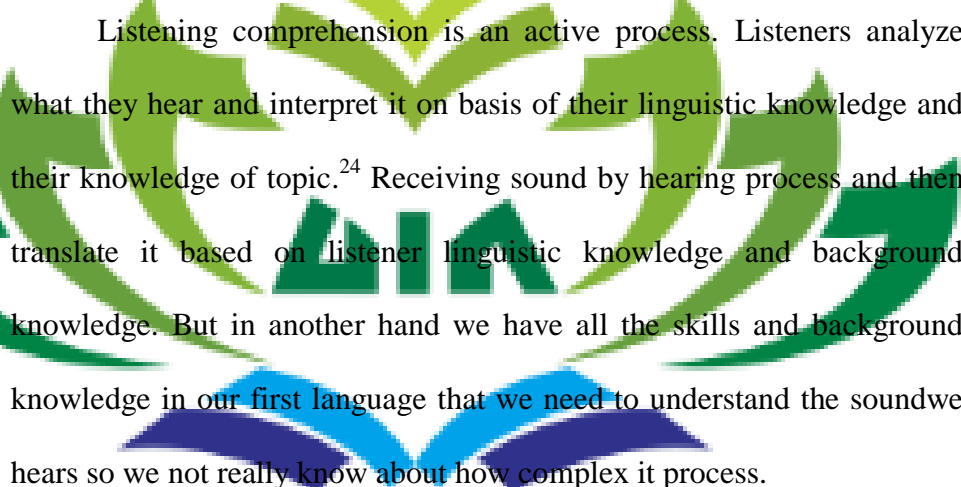
## 2. Definition of Listening Comprehension

Listening comprehension is understanding the spoken of people include the speech of sound, meaning of word and syntax of sentence. Vandergrift and Goh said in comprehension, understood word are passed from the parser to the conceptualizer, drawing on appropriate knowledge

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<sup>21</sup>I.S.P. Nation and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking* (New York: Taylor & Francis e- Library, 2008), p. 37

sources through the process of utilization along the way.<sup>22</sup> Listener concept their understood of the message and save this in long term memory. Buck giving statement in his journal about the unique of listening, he emphasized how the important characteristics of spoken texts-phonological modification, accent, prosodic features, speech rate, hesitation phenomena, discourse structure, and non-verbal signals-differentiates between the written and the spoken word, and argues that authentic samples of spoken speech be used when testing L2 listening ability.<sup>23</sup> In listening comprehension listener understand about the accent, phonology and etc.



Listening comprehension is an active process. Listeners analyze what they hear and interpret it on basis of their linguistic knowledge and their knowledge of topic.<sup>24</sup> Receiving sound by hearing process and then translate it based on listener linguistic knowledge and background knowledge. But in another hand we have all the skills and background knowledge in our first language that we need to understand the sound we hears so we not really know about how complex it process.

Milestones said in his book that I believe that in listening comprehension we should go further than simply teaching comprehension of lexis, of morpho-syntactical elements, of speech structure.<sup>25</sup> In

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<sup>22</sup> Larry Vandergrift and Christine C. M. Goh, *Teaching and Learning Second Language Listening*, (1<sup>st</sup> ed) (New York: Routledge, 2012), p.44

<sup>23</sup> Garry Buck, *Assessing Listening* (New York: Cambridge University Press, 2001), p.1.

<sup>24</sup> *Opcit*, p.54.

<sup>25</sup> Milestones, *The Teaching of Listening Comprehension*, (Paris: Goethe Institute Colloquium, 1979), p. 124.



comprehension should catch about the lexis, morph-syntactic and speech structure. Students should catch all the nuance of speech that important in language. We might be able to teach students more than understand but reproduce the topic.

Listening comprehension is dealt with by emphasising the comprehension of the overall meaning of the message.<sup>26</sup> Students should understand about all of the message from speaker said that was their hearing. They must pay attention all of the words; minimally understand the phonemes of words.

Brown said listening comprehension is the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain.<sup>27</sup> The sound input by ear then go to the brain and listener listen here to form of understanding and it will give comprehension.

Thus, listening comprehension is the ability in listening comprehension then understanding the meaning but not only in general but in specifics details like pay attention about meaning of word, syntaxes of sentence, phonological, accent, and etc based on their background knowledge and their understanding linguistics knowledge.

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<sup>26</sup> Petra Poelmans, *Developing Second-Language Listening Comprehension: Effects of Training Lower-Order Skills Versus Higher-Order Strategy*, (Netherlands: LOT), p. 3.

<sup>27</sup> H Douglas Brown, *Teaching by Principle*, (New Jersey: Prentice Hall, 2001), p. 249.

### 3. Types of Listening

Brow mention 4 performance of types of listening, they are:

1. Intensive

Listening for perception of the components (phonemes, words, intonation, discourse, markers, etc.) of a larger stretch of language.

2. Responsive

Listening to a relatively short stretch of language (a greeting, question, command, comprehension check, etc.) in order to make an equally short response.

3. Selective

Processing stretches of discourse such as short monologues for several minutes in order to “scan” for certain information. The purpose of such performance is not necessarily to look for global or general meanings, but to be able to comprehend designated information in a context of longer stretches of spoken language (such as classroom directions from a teacher, TV, or radio news items, or stories). Assessments tasks in selective listening could ask students, for example, to listen for names, numbers, a grammatical category, directions (in a map exercise), or certain facts and events.

4. Extensive

Listening to develop a top-down, global understanding of spoken language. Extensive performance ranges from listening to lengthy lecturer to listening to a conversation and deriving a comprehensive

message or purpose. Listening for the gist, for the main idea, and making inferences are all part of extensive listening.<sup>28</sup>

Based on theory above, the researcher took the one of kinds of listening to teach in the class, it is extensive listening. In extensive listening people get the process of understanding of spoken, then understand the message or purpose of spoken. It is related to listening comprehension that should understand the spoken of language. This type will make students understand and comprehension about the sound.

#### 4. Aspect of Listening

Listening is the ability to find the meaning of information with a focus on what the speaker is saying. There are some aspects of teaching listening. Based on the theory of teaching listening by Brown, there are 3 aspects. They are<sup>29</sup>:

##### a. Listening for main ideas

The listening for the main ideas means that the listener wants to know the general idea of the speaker said.

##### b. Listening for details

The listener needs detailed information like getting directions to some place.

<sup>28</sup> H. Douglas Brown, *Language Assessments Principles and Classroom Practice*, (San Francisco: Longman, 2004), p.120.

<sup>29</sup> Steven Brown, *Teaching Listening*, (New York: Cambridge University Press, 2006), p.6.

c. Listening and making inferences

Speakers do not always mention exactly what they mean. It is, an important aspect of meaning that is sometimes implied rather than the state. To know what really meant is the listener has to “listen between the lines”.

It can be concluded that, to get the information from the speaker, the listener should show their ability to listen for main ideas, listen for details, and listen to make inferences.

### C. Concept of Media

A well way to teaching is through media. Media can make the teaching-learning process more interest because students usually follow the world progress and to be creative teacher is needed. Teacher can use media when teach in the class and it is the source of teaching to develop skill of students. Khozma said in De Gruyter Mouton book, he believes that media can be defined by three characteristics: its technology, symbol systems and processing capabilities.<sup>30</sup>

Media is general term for television, radio and newspaper consider as a whole and as ways entertaining or spreading news or information to a large number of people. In language teaching, teaching materials which involve the

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<sup>30</sup> De Gruyter Mouton, *Media in Foreign Language Teaching and Learning*, Germany: Hubert & Co GmbH & Co.KG, Gottingen, 2011), p. 8.

use of different kind of media such as visual, print media, are sometimes no times as a multimedia or mix media.<sup>31</sup>

Hence said in De Gruyter Mouton book, for instance, they advocate the use of multimedia to provide environments or tools for students to create their own knowledge.<sup>32</sup> Multimedia is concluding in the media. Media can make students create and developing their knowledge or opinion. Hufron and Trisanti said media are important thing to attract the students' attention and motivation that can help them develop their creativity and imagination in expressing their idea.<sup>33</sup> Students are more creative in thinking about the knowledge and showing more idea using the media.

Jonassen et al. in De Gruyter Mouton book, he believe that media are more than mere vehicles of learning and can be used more productively as tools to support learners' cognition by freeing them from unproductive cognitive tasks and allowing them to focus more fully on the construction of knowledge.<sup>34</sup> Media is the productive way to teaching because will make students interesting. Media can support the teaching and learning process in the class and support learners' cognition. With media students will focus in learning process.

Media is a source of knowledge such as: video, television, book and etc that are examples of media. Teachers need media to teaching to make students

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<sup>31</sup> Jack Ricards, Richrads Schmidt, *Longman Dictionary of language Teaching and Applied Linguistic* (3<sup>rd</sup> adition) ( Edinburgh Gate: Pearson Education Limited, 2002) p.325

<sup>32</sup> *Opcit*, p.9

<sup>33</sup> Ainul Hufron and Novia Trisanti, *English Digital Talking Books as Media to Teach Narrative Writing*, (vol.2) (Semarang: Universitas Negeri Semarang, 2016), p. 2.

<sup>34</sup> *Ibid*, p.9



interesting in learning process. Students like learning using media because it will make them not bored and usually students follow the world progress and process. From media, students can creative and develop of their knowledge.

#### **D. Concept of TED Talk**

##### **1. Definition of TED Talk**

TED Talk is the media that people can access by laptop or phone and watch by online or offline mode that contains of presentations of native speakers with many topics. We can treat our listening by using TED Talk because it is good media with good topic, and we can choose what we will watch like sport, motivation, healthy etc. thus beside we treat our listening comprehension we get a lot of knowledge from the videos.

According to Gallo, TED (Technology, Education, Design) is the technology that present good presentation with great topic or ideas from native speaker that can inspire.<sup>35</sup> It is the application as technology that contains of presentations with many ideas or topics. The idea is arrange and deliver by speaker, make it be amazing presentation. Samayoa said one of the most influential sites that offers new information delivered in video form is the TED Talk site, a database of videos that offers a wide variety of information, for free, on the internet. TED Talks whose acronym stands for technology, Entertainment, and Design are some of the most

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<sup>35</sup>Carmine Gallo, *Talk Like TED*, (New York: ST MARTIN`S, 2006), p.1.

recognized new forms of communication of innovative ideas that exist in the world.<sup>36</sup>

According to Bradbury TED talks are a series of talks in which speakers present their ideas on a wide range of topic from technology to biomedical research to culture. The speaker present in 18 min in “serious” presentation.<sup>37</sup> TED Talk is talk of speaker that contains of many topics from biomedical until culture. Speakers present their presentation maximum in 18 minutes; it is because peoples have well in concentration before 18 minutes. Speakers can speak more than 18 minutes but will better if the main topics deliver in the 18 minutes of beginning in the presentation. Peoples will down in the concentration if listening more than 18 minutes. This statement support by Romanelli et all., they said in their journal known as “TED Talks,” these informal segments are designed to be no longer than 18 minutes in length and provide succinct, targeted enlightenment on various topics or ideas that are deemed “worth spreading.”<sup>38</sup>

Thus, TED (Technology, Education and Design) Talk is the technology that showing a good presentation with great speaker with many topics. TED Talk contains of many information. The presntation is presented maximum in 18 minutes.

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<sup>36</sup>Priscilla Samayoa, *The Extent of Influence that Genre Convention Have on TED Talks*, (Florida: Megan Lambert`s, 2017), p. 46.

<sup>37</sup> Neil A. Bradbury, *Attention Span During Lectures*, (North Chicago: Department of Physiology and Biophysics, Chicago Medical School, Rosalind Franklin University,2016), p.509.

<sup>38</sup>Frank Romanelli et all.,*Should TED Talks Be Teaching Us Something*, (Vol.6) (University of Kentucky College of Pharmacy: American Journal of Pharmaceutical Education,2014), p. 1.

## 2. Procedure of TED Talk

According Maria, et al., they divided the procedure of TED Talk to teach listening into some steps. There are some certain steps as follow:

1. In the pre-watching the subject is introducing, students prepare for what they are going to see, hear and do.
2. Activities such as brainstorming, word-searching and crossword are carried out which supply key vocabulary.
3. After this, the video is playing.
4. During the watching, the students do exercises such as taking notes of unknown words
5. After this, to develop activities where the language is used in oral or written form for instance
6. We also plan activities in small groups, for example, after watching the video, in groups of 5-6 people each group discuss what they watch, who is the presenter, why they give the speech, how effective is it: encouraging them to ask each other questions and share opinions.
7. The teachers are facilitator guide when his/her help is needed, for the rest, the teacher observes.
8. Finally, in the post task students present their resolved task<sup>39</sup>

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<sup>39</sup> Martinez Hernandez Maria, Vargas Cuevas Junior A & Ramirez Valencia Astrid, *TED Talk as an ICT Tool to promote Communicative Skills in EFL Students*, (vol.11) (Colombia: Universidad Distrital Francisco Jose de Caldas, 2018), p. 111.

Therefore, here the researcher will use procedure of TED Talk as follows:

1. The teacher asks to the students to prepare their self to listen listening comprehension from TED Talk.
2. The teacher invites a brief discussion about the material.
3. The teacher introducing TED talk.
4. The teacher asks to the students to write unknown word while listening.
5. The teacher plays video of TED Talk.
6. The students are taking note of unknown word.
7. The teacher makes 5-6 groups in the class.
8. The teacher asks to the students to discuss about what they watch, who is the presenter, why they give the speech, how effective is it and share their opinion about the video in a group.
9. The students present their results of their discussion, every group choose one person to deliver.
10. The teacher as a guide of the discussion.
11. The teacher and the students make conclusion about the materials and the video from TED Talk.

### **3. The Advantage and Disadvantage of TED Talk**

The advantages and disadvantage es of using TED (Technology Education and Design) Talk in Listening Comprehension of teaching English in teaching learning process. There are some advantages and disadvantages if using TED Talk, They are as follows:

### **a The Advantages of using TED (Technology Education and Design**

According to Li, there are 5 advantages of TED Talk there are:

1. Free selecting of topic
2. Effective language input
3. Assimilation
4. Imitation
5. Self evaluation.<sup>40</sup>

First, TED has wide of topic, there are technology, entertainment until politic. This is can make students choose the topic that interested. Second, most of speaker of TED Talk is English native speaker. Thus the video can be served as linguistic input for language learners. Students can practice their listening abilities and learning new word. Third, students can repeatedly until they catch the sentence to learn by write a note. Fourth, students can imitate the speaker to increase their communication when delivered a speech. The last is self-evaluation and feedback. Here, students know their strength and weakness.

### **b The Disadvantages of TED (Technology Education and Design) Talk**

There are several disadvantages using TED talks:

1. “TED Talk” these informational segments are designed to be no longer than 18 minutes in length and provide succinct, targeted

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<sup>40</sup>Yingxia Li, Ying Gao & Dongyu Zhang, *To Speak Like a TED Speaker-a Case Study of TED Motivate English Public Speaking Study in EFL Teaching* (Vol.6) (Dalian University of Technology Canaian Centre of Science and Education, 2015), p.54-55.

enlightenment on various topic or ideas that are deemed “worth spreading” and

2. TED Talks are not as unstructured as they may appear.<sup>41</sup>

It means that the teacher cannot deliver the video more than 18 minutes, and unstructured when deliver the materials.

## E. Concept of Song

### 1. Definition of Song

Dzanic said songs are one type of listening activity that have a broad potential. This is essential parts of growing and learning in funny way.<sup>42</sup> Song is the one media in teaching listening, this is can use to teach listening to make students` listening grow and comprehend. Most of students like listen and sing some song in their daily life, thus song is funny media to teach listening and they enjoyed with this media. This is proven that children like playing and singing and listening songs. This statement supported by Falioni said in Khaghaninejad and Fahandejsaadi journal that many people often remember rhyme, rhythm or melody better than ordinary speech.<sup>43</sup> Music has potential to memorable the word or sentence or topic in students` brain. Teaching using song is easy to use, easy to access and just use a little or no cost.

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<sup>41</sup> Frank Romanelli, et.al. , should TED Talks Be Teaching Us Something? , (6) (University of Kentucky College of Pharmacy: American Journal of Pharmaceutical, 2014), p.1.

<sup>42</sup> Nihada Delibegovic Dzanic, *The Effect of Using Songs On Young Learners and Their Motivation for Learning English*(Vol.1) (University of Tuzla: An Interdisiplinary Journal, 2016),p. 1.

<sup>43</sup> Mohammad Saber Khaghaninejad and Rahim Fahandejsaadi, *Music and Language Learning* (Iran: Shiraz University, 2016),p.25.



Thus, song is media to teach listening that contains of music and lyric. Song is enjoying media that easy to access and have a good potential to teach listening because most of students like music.

## 2. Procedure of Song

Method to teach listening by using song by Carolyn Graham in Zhang journal is:

1. Preview
2. Talking about the title of the chant, what the students think about, explain connection to cultural context.

3. Listen

Familiarizing students with the chant, singing it or playing on a CD player, stressing the rhythm of the chant by using different rhythmic instruments.

4. Choral chanting

Students open their books or teacher writes the text of the chant on the blackboard so they can read it and repeat it after the teacher or recording. If the students have some difficult pronounce individual words or phrases, teacher can isolate them from the rest of the text and practice it with learners only with learners only with same small chunk of the text.

5. Group/ individual chanting

First of all students try the chant as a whole class then the teacher can divide them into several groups in order to practice different parts

(for example question and answer). Students can also pantomime or act the chants out while singing. Then children may get into pairs and sing and chants for the class in turns. After the students know the chants by heart an excellent method how to acquire naturally the language is to personalize it. This could be done in many ways. For instance substitutions (name, place, pronouns) and along with the substitution changing grammar structure. Another possible method is role playing or moving the chant language into situational context.<sup>44</sup>

Consequently, the procedure of using song in teaching learning process of listening comprehension is: explain the students think, and then listening process by playing the song, next write the text of the song in the book or blackboard then practice together, doing the task by individual or groups.

### **3. The Advantage and Disadvantage of Song**

#### **a. The Advantages of Song**

According to Khaghaninejad, the benefits of using music as a tool for second language acquisition are extensive.

1. Songs teach linguistic elements, such as vocabulary, grammar and syntax. Through learning lyrics,

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<sup>44</sup> Jin Zhang, *Jazz Chants in English Language Teaching*, (vol.1) (China: Chuzhou University, 2011), p. 564.

2. Students` vocabulary can quickly become more advanced, and singing phrases can lead to better vocabulary recall.<sup>45</sup>.

#### **b. The Disadvantages of Song**

Besides, the disadvantage of song according to Kenworthy in Tuan and An journal,

1. When hearing an unknown language, most people are very sensitive to the intonation and rhythm rather than to different sounds of that language.<sup>46</sup>

#### **F. Frame of Thinking**

Listening skill is the one skill that be mastered in learning English. Listening is receptive skill to get the information. Listening comprehension is understand the spoken of language include meaning, syntax etc. Listening must be mastered because this is the important skill to communication.

In teaching listening skill the teacher need the media to make students easy to learn. TED Talk is media that can use to teach listening. TED Talk can gives advantages in teaching listening, it cause this media help the teacher to teach listening. TED Talk is media that can access by laptop, notepad and headphone and contains of presentations of native speaker with many topics. Beside, students can access TED Talk by their phone, laptop etc. to

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<sup>45</sup> Mohammad Saber Khaghaninejad and Rahim Fahandejasaadi, Music and Language Learning (Shiraz University: [www.katibenovin.com](http://www.katibenovin.com), 2016), p.5.

<sup>46</sup> Luuu Trong Tuan and Pham Thi Viet An, *Teaching English Rhythm by Using Songs*, (vol.1) (Studies in Literature language: [www.cscanada.org](http://www.cscanada.org)), p.14.

practice in their daily life. It also makes students criticism so they improve their knowledge.

The advantages of using TED Talk in teaching listening comprehension are there are a lot of topics in TED Talk, good served in language input because there a lot of English native speaker as a speaker, thus students can increase their listening comprehension.

The process of teaching using TED Talk is the researcher give the topic and discuss together with students. Researcher plays the TED Talk, and then is note-taking process. After that student doing tasks from researcher, then students giving their opinion about the topic of talk and the last are make conclusion about the materials.

From explanation above, the researcher concludes that the listening comprehension process through TED Talk can be use to develop students` idea or opinion in developing the topics. This app can make teacher easy to search the materials and can make students interest in studying English especially in listening skill.

### **G. Hypothesis**

Based on the theories and explanation above, the researcher make the hypothesis as follows:

Ha : There is a significant influence of using TED Talk towards students` listening comprehension at XI<sup>th</sup> Grade of SMA Yadika Bandar Lampung in the Academic Year of 2020/2021.

Ho : There is no significant influence of using TED Talk toward students` listening comprehension at XI<sup>th</sup> Grade of SMA Yadika Bandar Lampung in the Academic Year of 2020/2021.



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